

## DOCUMENT RESUME

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## ABSTRACT

This fourth in a series of six learning modules on student vocational organizations is designed to assist secondary and postsecondary vocational teachers in developing the competency to assist students in planning a student organization's (or club's) yearly program of activities, in properly managing organization finances, in selecting fund-raising events, and in producing an annual chapter handbook. Introductory sections relate the competency to others in the program and list both the enabling objectives for the three learning experiences and the resources required. Materials in the learning experiences include required reading, self-check quizzes, model answers, case studies to critique, model critiques, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on student vocational organizations are part of a larger field-tested series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. (SH)

ED149117

MODULE

H-4

# Assist Student Vocational Organization Members in Developing and Financing a Yearly Program of Activities

## MODULE H-4 OF CATEGORY H—STUDENT VOCATIONAL ORGANIZATION PROFESSIONAL TEACHER EDUCATION MODULE SERIES

U.S. DEPARTMENT OF HEALTH,  
EDUCATION & WELFARE  
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# FOREWORD

This module is one of a series of 100 performance-based teacher education (PBTE) learning packages, focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and post-secondary levels of instruction. The modules are suitable for the preparation of teachers in all occupational areas.

Each module provides learning experiences that integrate theory and application; each culminates with criterion referenced assessment of the teacher's performance of the specified competency. The materials are designed for use by individual or groups of teachers in training working under the direction and with the assistance of teacher educators acting as resource persons. Resource persons should be skilled in the teacher competency being developed and should be thoroughly oriented to PBTE concepts and procedures in using these materials.

The design of the materials provides considerable flexibility for planning and conducting performance-based preservice and inservice teacher preparation programs to meet a wide variety of individual needs and interests. The materials are intended for use by universities and colleges, state departments of education, post-secondary institutions, local education agencies, and others responsible for the professional development of vocational teachers. Further information about the use of the modules in teacher education programs is contained in three related documents: **Student Guide to Using Performance-Based Teacher Education Materials**, **Resource Person Guide to Using Performance-Based Teacher Education Materials** and **Guide to Implementation of Performance-Based Teacher Education**.

The PBTE curriculum packages are products of a sustained research and development effort by The Center's Program for Professional Development for Vocational Education. Many individuals, institutions, and agencies participated with The Center and have made contributions to the systematic development, testing, revision, and refinement of these very significant training materials. Over 40 teacher educators provided input in development of initial versions of the modules; over 2,000 teachers and 300 resource persons in 20 universities, colleges, and post-secondary institutions used the materials and provided feedback to The Center for revision and refinement.

Special recognition for major individual roles in the direction, development, coordination of testing, revision, and refinement of these materials is extended to the following program staff: James B. Hamilton, Program Director; Robert E. Norton, As-

sociate Program Director; Glen E. Fardig, Specialist; Lois Harrington, Program Assistant; and Karen Quinn, Program Assistant. Recognition is also extended to Kristy Ross, Technical Assistant; Joan Jones, Technical Assistant; and Jean Wisenbaugh, Artist for their contributions to the final refinement of the materials. Contributions made by former program staff toward developmental versions of these materials are also acknowledged. Calvin J. Cotrell directed the vocational teacher competency research studies upon which these modules are based and also directed the curriculum development effort from 1971-1972. Curtis R. Finch provided leadership for the program from 1972-1974.

Appreciation is also extended to all those outside The Center (consultants, field site coordinators, teacher educators, teachers, and others) who contributed so generously in various phases of the total effort. Early versions of the materials were developed by The Center in cooperation with the vocational teacher education faculties at Oregon State University and at the University of Missouri-Columbia. Preliminary testing of the materials was conducted at Oregon State University, Temple University, and University of Missouri-Columbia.

Following preliminary testing, major revision of all materials was performed by Center Staff with the assistance of numerous consultants and visiting scholars from throughout the country.

Advanced testing of the materials was carried out with assistance of the vocational teacher educators and students of Central Washington State College; Colorado State University; Ferris State College, Michigan; Florida State University; Holland College, P.E.I., Canada; Oklahoma State University; Rutgers University; State University College at Buffalo; Temple University; University of Arizona; University of Michigan-Flint; University of Minnesota-Twin Cities; University of Nebraska-Lincoln; University of Northern Colorado; University of Pittsburgh; University of Tennessee; University of Vermont; and Utah State University.

The Center is grateful to the National Institute of Education for sponsorship of this PBTE curriculum development effort from 1972 through its completion. Appreciation is extended to the Bureau of Occupational and Adult Education of the U.S. Office of Education for their sponsorship of training and advanced testing of the materials at 10 sites under provisions of EPDA Part F, Section 553. Recognition of funding support of the advanced testing effort is also extended to Ferris State College, Holland College, Temple University, and the University of Michigan-Flint.

Robert E. Taylor  
Director  
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THE CENTER FOR VOCATIONAL EDUCATION  
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The Center for Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning and preparation. The Center fulfills its mission by:

- Generating knowledge through research.
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Installing educational programs and products
- Operating information systems and services.
- Conducting leadership development and training programs



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The American Association for Vocational Instructional Materials (AAVIM) is an interstate organization of universities, colleges and divisions of vocational education devoted to the improvement of teaching through better information and teaching aids.

# INTRODUCTION

To most students, the program of activities is really the exciting part of a student vocational organization. Car washes, skating parties, visits to the children's hospital to distribute toys, and river cleanup campaigns are likely to have a lasting effect on students and will be remembered long after they leave school and move on to other responsibilities.

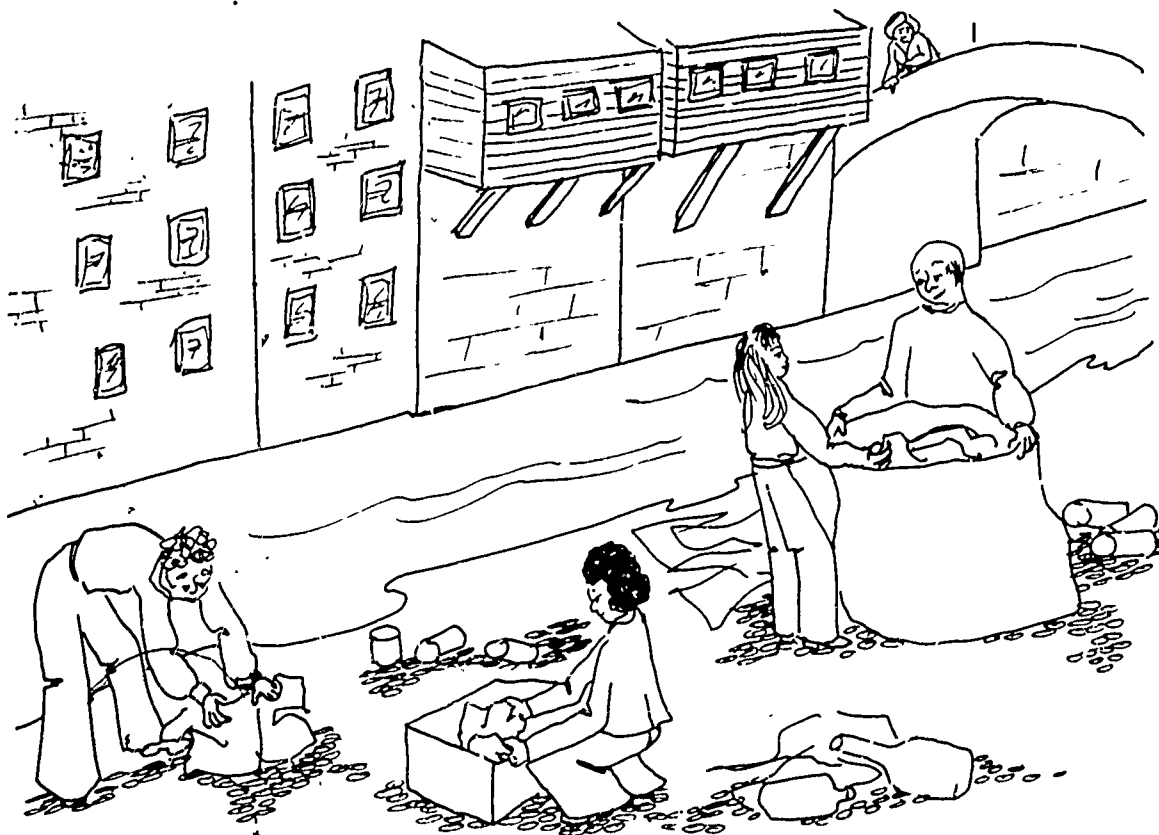
A good program of activities is much more than fun and games. Well-selected activities can guide students toward academic achievement, provide wholesome social experiences, give young people an opportunity to become active and productive members of the community, and help them grow to personal maturity. For these benefits to take place, students should not only participate in the activities, but should be fully involved in selecting the program and planning the work.

There are all sorts of valuable activities that can be included in an organization's program. The group can provide services to others and can hold social and cultural events. There can be some activities designed to develop personal leadership and others to strengthen the student organization.

There may also need to be fund-raising events to help support the other aspects of the program.

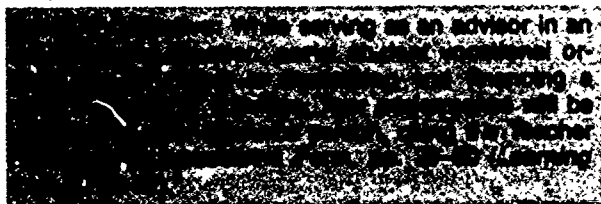
The teacher/advisor has a number of important responsibilities in developing the organization's program of activities. Students will need to be encouraged to participate in planning the program, helped to select worthwhile activities, and guided through the process of constructing a calendar of events and coordinating it with other school events. The club advisor has special responsibilities for handling the organization's funds and for maintaining an accurate accounting system. (It should be noted that some organizations refer to the local unit as a "chapter" and others as a "club"; in this module, the terms are used interchangeably.)

This module is designed to help you develop your competency in assisting students in planning a yearly program of activities, in properly managing the club's finances, in selecting fund-raising events, and in producing an annual chapter handbook which describes these and other important aspects of club operation.



# ABOUT THIS MODULE

## Objectives



### Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the steps and procedures involved in assisting student vocational organization members in developing and financing a yearly program of activities (*Learning Experience I*).
2. Given several case studies describing how hypothetical advisors assisted student vocational organization members in developing and financing a yearly program of activities, critique the performance of these advisors (*Learning Experience II*).

## Prerequisites

To complete this module, you must have developed a personal philosophy concerning student vocational organizations, and you must have competency in establishing a student vocational organization. If you do not already have these competencies, meet with your resource person to determine what method you will use to gain these skills. One option is to complete the information and practice activities in the following modules:

- *Develop a Personal Philosophy Concerning Student Vocational Organizations*, Module H-1.
- *Establish a Student Vocational Organization*, Module H-2

## Resources

A list of the outside resources which supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the

location of these resources, (2) to locate additional references in your occupational specialty, and (3) to get assistance in setting up activities with peers or observations of skilled teachers, if necessary. Your resource person may also be contacted if you have any difficulty with directions, or in assessing your progress at any time.

### Learning Experience I

#### Required

*The official handbook* for the student vocational organization in your service area to review.

*Copies of the programs of activities* of your state and national organizations to review.

#### Optional

*Copies of award-winning programs of activities* in your service area to review.

*A student vocational organization advisor* experienced in assisting students in developing and financing a yearly program of activities with whom you can consult.

*A student vocational organization* in your service area whose program and/or fund-raising planning meeting(s) you can attend.

### Learning Experience II

#### Optional

*3-5 peers* to work with you in developing a tentative program of activities.

### Learning Experience III

#### Required

*An actual school situation* in which you can assist student vocational organization members in developing and financing a yearly program of activities.

*A resource person* to assess your competency in assisting student vocational organization members in developing and financing a yearly program of activities.

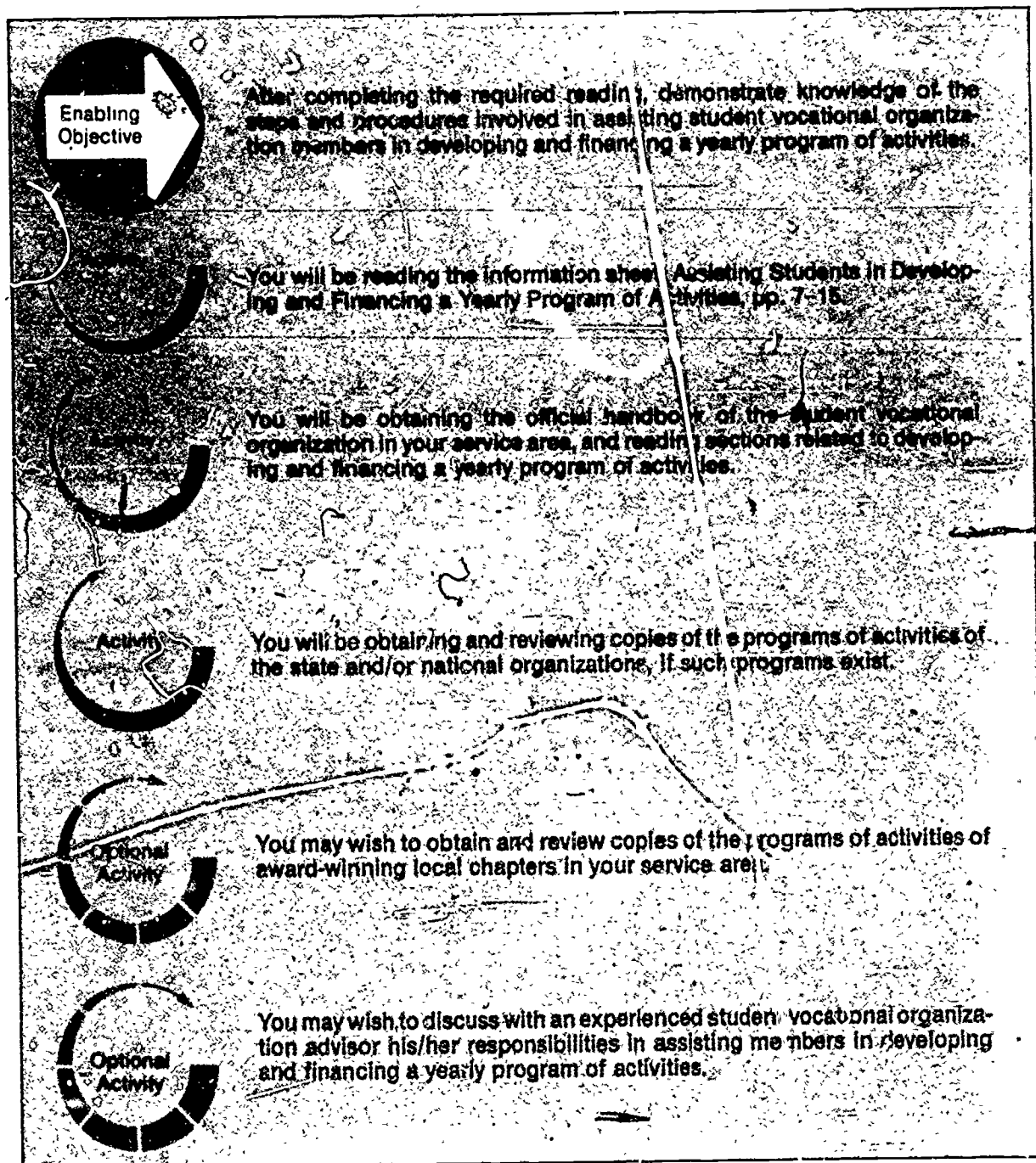
This module covers performance element numbers 281, 286, 287, 289 from Calvin J. Cotrell et al., *Model Curricula for Vocational and Technical Education Report No. V* (Columbus, OH: The Center for Vocational Education, The Ohio State University). The 384 elements in this document form the research base for all The Center's PBTE module development.

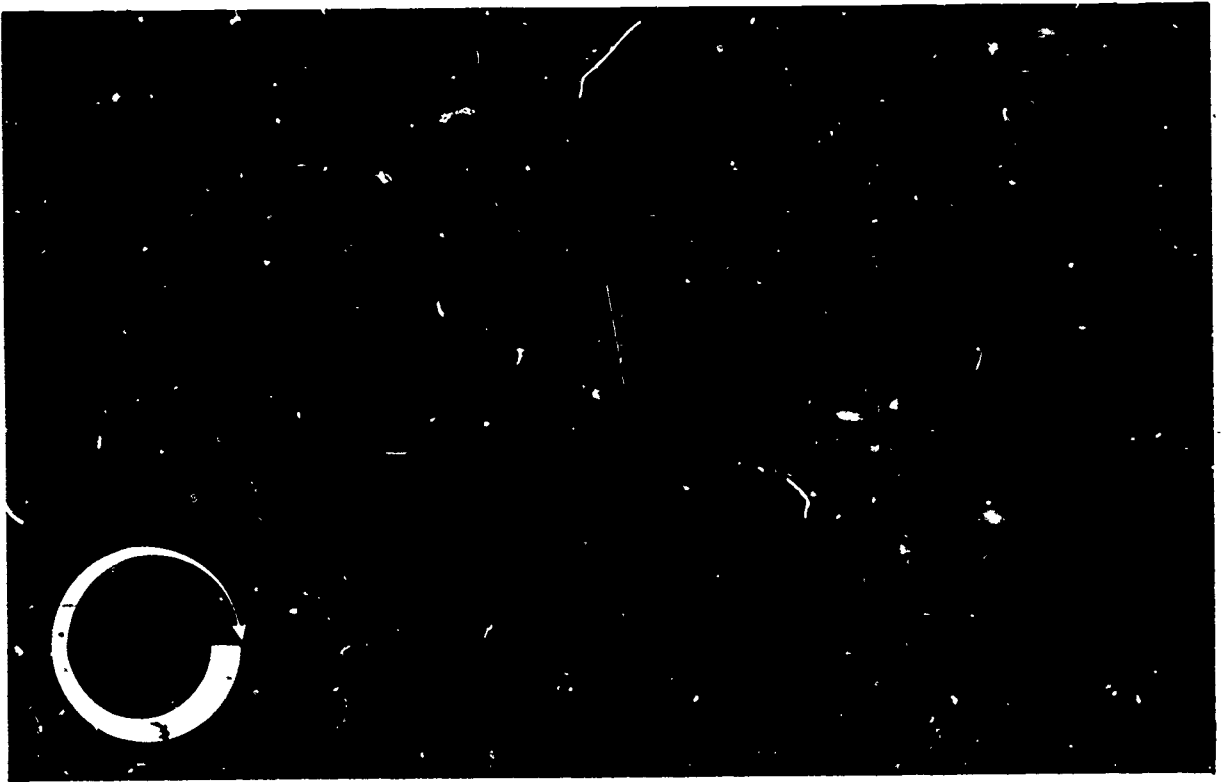
For information about the general organization of each module, general procedures for their use, and terminology which is common to all 100 modules, see *About Using The Center's PBTE Modules* on the inside back cover.



# Learning Experience I

## OVERVIEW







For information explaining the steps and procedures involved in assisting student vocational organization members in developing and financing a yearly program of activities, including selection of activities, involvement of members, scheduling of activities, fund raising and financial management, and preparing an annual handbook, read the following information sheet.

## ASSISTING STUDENTS IN DEVELOPING AND FINANCING A YEARLY PROGRAM OF ACTIVITIES

A program of activities (sometimes called a program of work) is a written outline of the activities a local student vocational organization plans to accomplish during the year. A carefully planned, well-balanced program of activities involves members in a variety of experiences designed to meet their needs, and the needs of the organization, the school, and the community.



Ideas for an effective program of activities can be found by referring to the official handbook or manual related to your organization or by examining the programs and activities of other youth or-

ganizations. However, the development of a program of activities must be tailored to fit the unique needs of your local area or community. Activities that may work in some areas may not fit in your locale.

In addition, the program of activities should be based on student and club needs, and should contribute to the overall goals of the organization. Each activity or event must be defensible in terms of student growth and achievement of the organization's goals (e.g., developing leadership, citizenship, or cooperation).

Some student vocational organizations have structured, specific programs of activities designed to coordinate the main activities of the local, state, and national organizations and move them toward a common goal. These national programs of work should be considered when planning local activities. Information concerning a national program of activities, if one exists, is usually located in your national handbook under that heading.

National programs of work are usually stated in general terms to give individual chapters the leeway to develop the plan in terms of local needs. Some examples of areas included in national programs of work are—

- School and Community Safety
- Personal Growth and Development
- School and Community Public Relations
- Vocational Youth Organization Interaction and Cooperation
- Improving the Home Environment
- Environmental Education
- Social Competency

As indicated, some student vocational organizations do not recommend a specific program of work. Instead, they place emphasis on local initiative in generating activities relevant to current issues in the home community.



## Selecting Activities

The selection of a program of activities is a vital step in the successful operation of a student vocational organization. Be certain that special care and emphasis is given to this process. Evaluate each activity in terms of its value to the success of your organization, keeping the following guidelines in mind during the selection process.

- Encourage a well-balanced program of activities. A chapter which emphasizes sports activities, for example, at the expense of civic or educational or leadership activities, will do little for student personal growth and understanding.
- Keep the activities on the level of members. An interesting and student-centered program, developed by students under your supervision, will encourage member participation and club growth.
- Encourage selection of activities that will challenge every member. Activities should have sufficient scope and depth to bring out the best in each member. They should not be beyond students' abilities, but sufficiently difficult and significant to merit recognition by members and others outside the club when successfully completed.
- Ensure that most of the activities relate in some way to the educational objectives of the vocational program. Activities which encourage personal growth, occupational understanding, and recognition for achievement will assist the student in becoming a better employee, a better student, and a better citizen.
- If either the chapter or advisor is new, do not undertake too many activities. Work toward accomplishing some student vocational organization objectives through the program of activities, but do not expect to accomplish everything until both the advisor and the

chapter have gained experience and a more extensive program can be undertaken.

- Avoid planning activities beyond the financial capability of your program. Many activities require financing. Good planning involves providing methods of securing or raising funds to pay these costs, and/or planning activities which require little or no expenditure of funds (particularly if school policy prohibits fund-raising activities).

Remember, student interest in club activities is usually directly related to their input into the planning of chapter activities and objectives. Student involvement in the selection of goals and activities to meet those goals is necessary if the organization is to be responsive to their needs. The wise advisor guides the development of a program of activities to ensure that this involvement does, in fact, lead to a well-balanced program reflective of members' needs and interests.

All activities should be clearly stated and understood by the members. Anyone reading the written plan should be able to see how the activities assist in achieving chapter goals. In addition, the plan should reflect careful consideration of the following questions.

- What efforts and commitments on the part of members are necessary?
- What special student training is needed?
- How many members will be involved and profit from this experience?
- What committees are needed to plan and carry out this activity?

Sample 1 indicates a suggested format and approach for a written program of activities. Individual chapters will vary in the amount of detail and type of format suited to their needs.

## Assigning Committees to Develop the Program

Your official handbook or manual may contain suggested steps or procedures to follow in developing a program of activities. There is no best way to develop a program, but in some successful organizations, the executive committee members lead as many committees as there are major areas, or divisions, in the program. For example, the vice

president, because of his/her responsibility, should be well suited to chair the committee to develop leadership activities; the reporter to chair the committee on public relations; the secretary, the committee on cooperation; the treasurer, the committee on earning or fund raising and finances.

## SAMPLE 1

# PROGRAM OF ACTIVITIES

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### Chapter Goal — Leadership

Activity	Things to consider	Responsibility assigned to
Demonstrate parliamentary procedure during a school assembly.	Secure date and time allotment. Select members for team. Determine abilities to demonstrate. Provide practice.	Committee: Joyce Smith John Roth Tom Williams
Participate in P.T.A. program.	Secure date and time allotment. Plan agenda with P.T.A. officers. Appoint participants. Plan details. Rehearse.	Committee: Robert Steiner Kim Horner Leroy Horner
(etc.)		

### Chapter Goal — Cooperation

Develop community park with other vocational clubs.	Have representative meet with cooperating agencies. Determine what each organization is to do. Make plans to fulfill the accepted responsibility. Carry out plans according to schedule.	Committee: D. J. Harper Susan Allen Dean McGree
Participate in school carnival.	Have representatives meet with overall school committee. Determine what is to be the club assignment. Make plans for fulfilling the assignment. Carry out the assignment.	Committee: Betty Jones Bud Werts Jean Snyder
(etc.)		

### Chapter Goal — Social Competency

Skating party	Determine time and place. Determine cost including refreshments. Invite guests. Plan program of events. Discuss etiquette.	Committee: Howard Miller Barbara Hensen John Frey
Interclub basketball	Determine time and place. Determine team membership. Provide officials. Provide suitable awards.	Committee: Laura Mae Berg Merril Geyer Raymond Ryan
(etc.)		



If there are more areas than officers, select other members suited for these assignments. Then, after the chairpersons have been selected, assign two or three other members to each committee. Committee members should be assigned based on special talents and capabilities which may be of value to a particular committee. For example, a student who is an active basketball player would certainly be of value on the recreation committee.

After the committees have been appointed, they should be carefully directed as to what they are to do, the format to use in preparing their final reports, and the time allotted for the task. Resources,

such as past chapter programs, other chapter programs, official manuals, and materials available from the state and national organizations, should be available for use by the committees.

Soon after the committees have been charged with their responsibilities, the advisor should meet with each committee to help the members get started, and to offer suggestions of strategies that they may wish to consider to accomplish the assigned task. It would be desirable for the president to also attend these initial meetings but, in any case, the advisor and the president should be in contact with the committees to check on their progress and to offer assistance if needed.

Once the committees are functioning, have the chairperson of each committee present the suggested proposals to the general membership for consideration and suggestions. When this is done in each of the classes, and all members have been reached, the committee will have the feedback essential for developing a quality program. Subsequent contacts with the separate classes may be provided if time permits, but handouts with revised programs are usually sufficient to keep the members informed and to secure some added help to improve each of several aspects of the program.

At the due date agreed upon, all committees should have submitted their reports. The secretary would be the most logical choice of officer to assemble the individual reports for the tentative program of activities. This program should be carefully reviewed by the executive committee and the advisor.

## Preparing a Schedule of Activities

After the proposed program has been prepared in writing, the activities need to be properly scheduled and coordinated with club meetings. Placing the activities in a **monthly calendar** provides a ready reference for their proper consideration as indicated in the partial calendar in Sample 2.

Once the activities have been placed on a chapter calendar, the next step is to have the president and the advisor present the tentative program of activities and the calendar to the proper school authorities. Make changes that may be necessary to secure approval. Securing approval will be easier if activities that might cause problems have already been discussed and resolved with the administrator during the planning stage of the pro-

gram. Generally, well-planned programs, properly presented, are readily accepted. Getting the chapter activities scheduled on the school calendar may well prove to be the only difficulty.

Once the program has been approved by the administration, secure its acceptance by the members. If the members were involved in developing the program, and if they were kept aware of changes, they know its content, and its adoption can be speedily secured at a business meeting. Provide duplicated copies of the program several days before the meeting to give members time to think through their concerns, and to eliminate the need to read the entire program of activities at the meeting.

# SAMPLE 2

## CHAPTER CALENDAR

Month	Day	Type of Meeting or Activity
September		1. Organizational meeting (orientation)
		2. Start preparing scrapbook
		3. Collect membership dues
		4. Plan year's projects
		5. Election of officers
		6. Select committee chairpersons and committees
		7. Election—public relations (officers' pictures in newspaper)
		8. Selection of regional and state officer candidates
		9. Selection of voting delegates and participants in regional meeting
		10. Intensive membership drive
		11. First phase of member leadership development program
		12. Select degree participants
		13. Invite school administration to orientation
		14. Drug use seminar
		15. Consumer education program
October		1. Mail membership reports to state office
		2. Chapter party (entertain new members)
		3. Dinner meeting (with guest speakers)
		4. Homecoming parade float or project
		5. Fund-raising project
		6. Attend regional conference
		7. Continue leadership development
		8. Report to membership on regional conference
		9. Invite civic organizations to attend information meeting (dinner meeting)
		10. School assembly on vocational education
		11. Club newsletter
		12. Interclub visit
		13. Dance
		14. Degree review
		15. School-wide vocational club meeting
November		1. Needy family project (Thanksgiving—news coverage)
		2. Float in Christmas Parade
		3. Dinner meeting
		4. Continue leadership development



## Financing Activities

After careful consideration and planning of chapter goals and of activities to meet those goals, realistic financial planning is needed for success in carrying out the activities. A committee (including the club treasurer and some local officers) should be charged with the task of estimating the cost of each event or activity to see if the chapter's "activity package" is within its financial capacity. Additionally, this committee should examine the anticipated sources of income and establish a budget system—allocating specific funds for each activity.

Armed with specific figures, the committee can determine if the chapter goals and activities are within financial reason or if they are over-ambitious and require additional financing. In either case, the finance committee should present its findings to the membership. If the activities are within the financial means of the club, approval by the membership can be expected. Should the cost of proposed activities exceed the expected income of the organization, then adjustments will need to be made.

The membership may ask the program planning committee, which proposed the year's activities, to reduce the scheduled programs in order to avoid further financial responsibility. On the other hand, the members may feel that the planned program is within the reach of the club by means of additional fund raising. The membership would then direct the finance committee to seek the ways and means to obtain additional financing to cover the programs. In any event, if there is an imbalance between the cost of activities and available funds, the program must be cut or the budget expanded until a financial balance is achieved. (See Sample 3.)

A student's participation in this type of activity assists him/her to begin to realize the importance of sound planning and financing. Every organization, institution, and governmental unit faces the same problem—that of balancing its budget. If a student can assume financial responsibility in a club activity, he/she will be better prepared to understand the financial responsibilities of adulthood and citizenship.

### Fund Raising

The question, "Where does the money come from?" emerges in considering budgeting as a necessary club activity. There are many expenses in the operation of an organization. Active organizations will plan and develop a program of activities that requires at least some expenditure of



funds. The advisor will find it necessary to deal with the fund-raising issue to prevent deficit budgeting.

The same committee members assigned the responsibility of estimating costs of, and incomes from, chapter events can be involved in the selection of fund-raising activities. Their role, with the assistance of the advisor, will be to examine and recommend activities to raise operational funds for the club. Suggestions for these activities can be sought from other youth organizations, community organizations, fund-raising organizations, and school and community business leaders.

Several activities should be considered and evaluated in terms of profit expectations, difficulty or ease of the activity, and the educational worth of the project. Many times organizations take on extensive activities that require a time load that does not justify the profit expectation. The following guidelines are designed to ensure that the fund-raising activity is an **educational** as well as a **profitable** experience for the chapter.

During the process of listing and selecting fund-raising activities, the advisor must give careful attention to **school policies** and **legal restrictions** that apply to the activities. Many fund-raising efforts, while seemingly within the capacity of the club or chapter, may conflict with school or legal regulations. For example, the purchase and sale of some food materials may require a license or permit from a state or community agency. In many states, raffles or drawings are considered games of chance, and are, therefore, prohibited. Sponsoring a dance that involves binding the school in a contract with an entertainment agency may be contrary to school policy.

Adequate financing is often the principal problem or issue with which an advisor must deal. **Careful planning and organization** are necessary to build a financial base for your youth group.



## SAMPLE 3

### BALANCED BUDGET

#### Income

Used car auction	\$ 145.29
Candy sale	113.75
Donations (local businesses)	173.00
Dues	112.00
Car wash and wax	78.00
Trash bag sale	115.00
School carnival	27.50
Talent show	115.00
School dance	238.00
Flea market	167.50
	<b>\$1285.04</b>

#### Expenditures

Skating party	\$ 27.00
Club supplies	158.00
Officer pins	17.15
Local awards	67.12
Orphan's party	112.72
Refreshments for interclub meeting	17.55
Travel expenses—State meetings	367.00
Parent banquet	216.50
Employer banquet	211.75
Local newsletter	30.67
Sports equipment	27.85
Capitol nursery (tree)	20.00
Misc.	13.73
	<b>\$1285.04</b>

Working with the local officers and appropriate committees, you need to see that fund-raising activities and events are carefully chosen, well planned, and effectively carried out.

In solving his/her financial problem, the advisor sometimes fails to see the worth of the activity beyond the raising of funds. Most activities that require student involvement will, in fact, also provide **student growth**, but the **chapter goals** of the organization need to be kept in mind. The advisor should always view the fund-raising activity as a method of providing students with real growth opportunities.

For example, students who are asked to market a product to raise money are placed in situations that force them to communicate with others. They will need to develop the "sales profile" necessary for success as well as effective social and human

interaction skills, requirements of adulthood. The development of these skills by students should take precedence in the mind of the advisor over the fund-raising potential of the activity.

Membership dues are sometimes used as a source of local funding, but local **chapter dues** should be kept at a **reasonable level**. Some clubs hold special fund-raising events to finance local, state, and national dues. In any case, additional funding will probably be necessary to finance the program of activities. As mentioned earlier, all fund-raising activities should be educational, profitable, legal, and consistent with school policy. The following list contains some activities used by local chapters to raise funds.

- school, club, or community dances
- candy (or other food product) sale
- car washes

- flea market
- odd-job service
- car wax
- plastic trash bag sale
- painting house numbers on curbs
- faculty vs. radio personnel sports events
- students vs. faculty sports events
- used car sale (or raffle)
- riding mower (or other home product) raffle
- Christmas tree sale
- aluminum or other metal collection
- pop bottle collection
- school carnival
- coffee and rolls sale in faculty lounge
- coffee and rolls sale to evening adult classes
- donkey baseball or basketball game

While this list is limited, it does suggest the range of possible local fund-raising activities. Each local situation is unique, of course, and you will probably be able to generate other ideas appropriate to your chapter, school, and community. Some good suggestions to get you started can, however, be found in your official handbook and in other materials provided by the state and national organizations.

## Financial Management

Each local student vocational organization is responsible for the financial management of its activities, and the full weight of the responsibility rests with the local program advisor. All funds (dues, fund-raising monies, donations, etc.) must be accurately recorded. There may be a standard record-keeping system, or school authorities may have suggestions for recording all financial transactions of the chapter. Some states have



specific legal requirements regarding the use of any monies relative to school activities and events. In any case, the advisor must develop an acceptable system for recording the use and disbursement of club resources.

The club treasurer will have extensive responsibility in this area (collecting dues and issuing receipts, keeping records of chapter receipts and disbursements, preparing financial statements and reports, etc.). His/her duties are outlined in the official handbook. The advisor must make certain that the treasurer understands his/her responsibilities and carries them out competently. Since this person should be accurate, dependable, and capable of attending to details, the advisor should guide members in electing the type of individual who can fulfill this office capably, and provide whatever leadership training is necessary to assist him/her in developing the necessary skills.<sup>1</sup>

Most of the student vocational organizations have published formats useful in the development of a local financial record-keeping system. The advisor should consult the school clerk or other person in charge to see if the suggested format is acceptable. A simple adjustment of the format may be necessary to meet local requirements.

These formats are usually published in the financial or treasurer's section of the state or national handbooks. Some student vocational organizations provide a complete set of treasurer and secretarial documents to be used by the local club in its recording of local finances and activities. These documents (if available) are recommended because they usually include explanations of the state and national organization relative to the assessing and collecting of dues monies.

The system of operation of the local club may be a matter of public record. This means that an interested club member or public taxpayer may have the legal right to examine your records. You need an adequate record system to avoid embarrassment for club and school alike.

1. To gain skill in developing leadership, you may wish to refer to Module H-3, *Prepare Student Vocational Organization Members for Leadership Roles*.

## Preparing a Local Annual Handbook

Many well-organized local student vocational organizations develop and duplicate an annual reference for their members. Obviously, this document varies from club to club and usually is specific to the needs of the local operation. Developing the handbook helps to emphasize local activities and events, and develops student pride in the local organization.

The handbook should include items relative to the operation of the local club. Decisions concerning the actual format and contents of the handbook should be handled by a student committee responsible for its development. The committee should consult with the members to determine content that would be helpful and meaningful for the organization. This committee should also be responsible for the duplication and distribution of the local handbook (e.g., to new members).



Local finances and resources will dictate the extent and style of the handbook. In some cases, a simple duplication process may fill local needs. Some schools may have the advantage of vocational printing classes or printing facilities that will permit a more elaborate publication.

As indicated, the content of the handbook will be determined by local need. The committee should examine past handbooks and publications of other organizations and survey the membership to arrive at a format and content to be used by the local organization. Generally, however, the handbook should include the following items.

- title page
- creed, pledge, and motto
- list of local officers
- list of state officers (optional)
- committee chairpersons and committee members
- advisory committee members
- program of activities
- local calendar
- local constitution

To ensure ease of duplication in following years, standard items such as the local constitution, pledge, creed, etc., could be preprinted. Then, the items which change (list of officers, program of activities, etc.) could be revised and printed each year.

Other materials may be added as supplements to the handbook to increase its value to the members. Material from state and national handbooks, parliamentary procedure aids (charts, diagrams, etc.), and degree or recognition information could be supplementary items.

The final document should not be too extensive and complicated for use by the members.



Obtain the official handbook of the student vocational organization in your service area, and read any sections related to developing a yearly program of activities, financing chapter activities, and fund raising.



If your state and/or national organizations have developed programs of activities, obtain and review these programs.



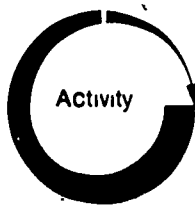
To familiarize yourself with the scope, range, and quality of programs of activities which have been recognized to be superior, you may wish to obtain and review copies of award-winning programs of activities of local chapters in your service area (winners in VICA's Award of Merit program, or FFA's National Chapter Award Program, for example).



You may wish to arrange through your resource person to meet with an experienced student vocational organization advisor in your service area to discuss his/her responsibilities in assisting students in (1) developing a yearly program of activities, (2) managing chapter finances, (3) planning and organizing fund-raising activities, and (4) developing an annual handbook.



If a local chapter in your service area is involved in developing a program of activities, including fund-raising activities, you may wish to attend a meeting or meetings to observe the means by which activities are selected, the role of the advisor, the degree of involvement of the total membership, etc.



The following items check your comprehension of the material in the information sheet, *Assisting Students in Developing and Financing a Yearly Program of Activities*, pp. 7-15. Each of the five items requires a short essay-type response. Please respond fully, but briefly.

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## SELF-CHECK

1. What is the purpose of developing an annual written program of activities for a student vocational organization?

2. What are the advisor's responsibilities in assisting students in developing a yearly program of activities?

3. How can the advisor assist students in the financial management of the student vocational organization (record keeping, handling funds, etc.)?



4. Critique the assertion that fund-raising activities are a necessary evil to keep the club operating, but are not an integral part of the program of activities.

5. Locate a local handbook for a chapter in your service area, and briefly describe its contents. If no chapter in your immediate environment has developed a local handbook, discuss with the advisor(s) why this is so, and briefly describe these reasons.



Compare your written responses on the Self-Check with the Model Answers given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points.

## MODEL ANSWERS

1. The program of activities provides the experiences through which members accomplish the goals of the organization. These experiences need to be systematically planned and updated each year to meet the changing needs of the members, the school, and the community. A carefully written program of activities, indicating the goals to be reached, the activities designed to meet those goals, the means by which the activity will be accomplished, the committees responsible, etc., is essential to the smooth operation of the club.

2. The advisor's overall responsibility is to ensure that students develop a vital, student-centered, well-balanced, and challenging program of activities which will accomplish the chapter's goals. The activities should be planned by and for members. Thus, the advisor needs to determine how much assistance students need to accomplish the task, and give that assistance without taking over the effort.

Whatever method a chapter uses to develop a program of activities (for example, soliciting suggestions from the total membership, then appointing a program committee and subcommittees to work on the identified areas and report back to the membership), the students responsible should be given guidelines for selection of activities, and sources to use in developing the program. These could include copies of the state and national programs of work, and of the programs of other chapters.

The advisor is responsible for securing the approval of the school administration for the planned activities, and for overseeing the coordination of the program with other school activities.

3. The advisor can, through leadership training sessions and by making pertinent information and resources available, assist the club treasurer (and other members responsible) with the financial management of the organization. Frequently, school policy will dictate how club funds are to be handled, and/or a system for

depositing and disbursing funds will be available. For example, a voucher system may be used in which the club has its own account with the high school activity fund.

Help in devising a record-keeping system can be obtained from the state and national organizations and/or from other chapters. For example, the Future Farmers of America national organization makes an Official Treasurer's book available to local chapters, which provides forms and space for keeping financial records. The duties of the club treasurer, and the policies to be followed in assessing and collecting dues, are outlined in the official handbook(s) for the organization.

The advisor can guide students in selecting capable officers to handle financial matters, and then assist all those involved in understanding and using acceptable, efficient procedures for financial management.

4. The primary purpose of fund-raising activities is, obviously, to raise money to cover the expenses inherent in the operation of the club. But in addition to profit-making criteria, the same key criteria used to select and evaluate other aspects of the program of activities apply to fund-raising activities. Do they contribute to achieving the goals of the organization? Are they educationally sound, related to vocational education objectives? Are they well balanced and challenging?

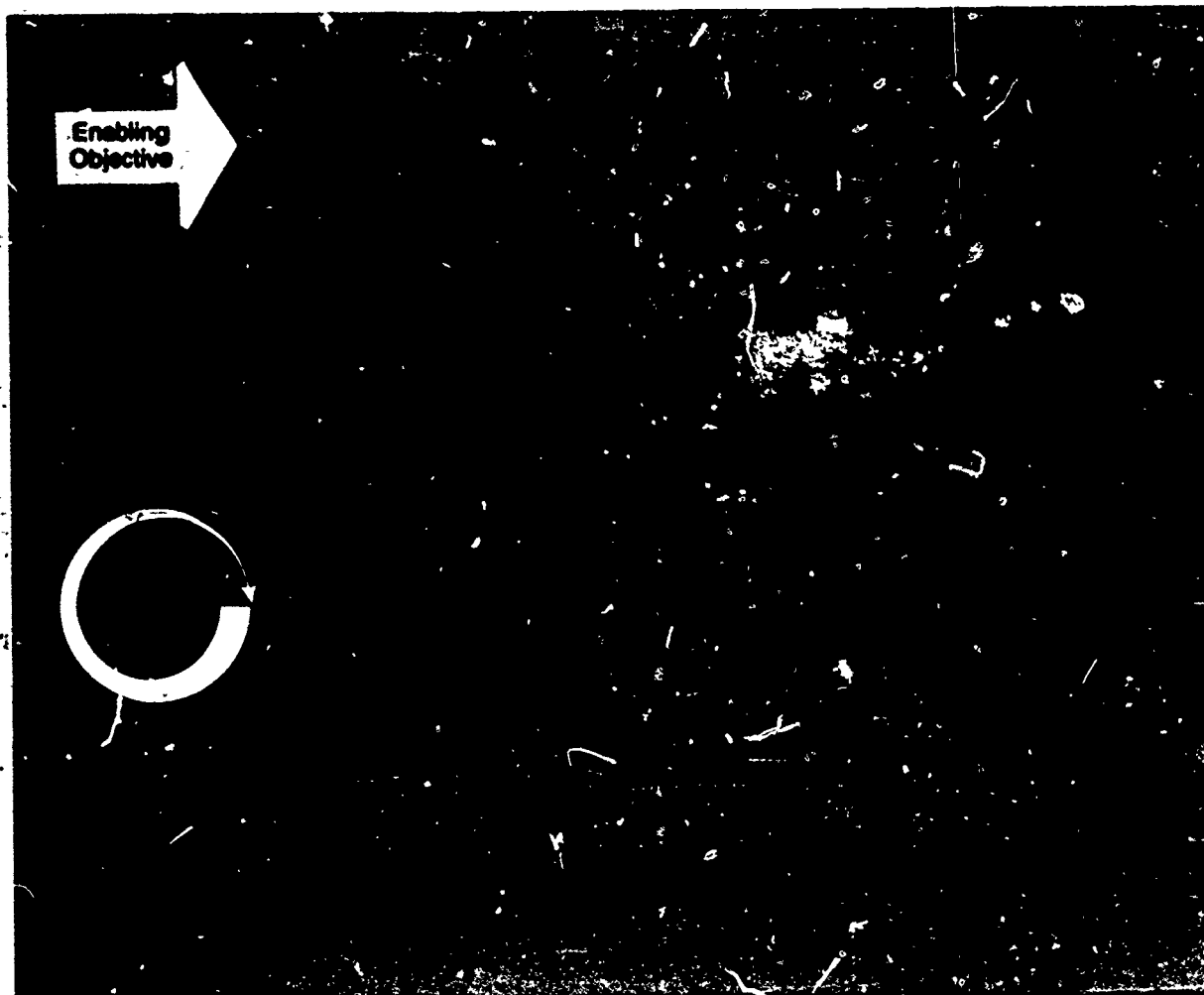
Fund-raising activities should be viewed by the advisor and members as one facet of the overall program designed to develop each member's full potential. As with any other activity, they involve cooperating in committee work, planning, leadership skills, ability to follow through, etc. As such, they deserve the same careful selection and planning as the rest of the program of activities.

5. Answers will vary depending on the needs and individual programs of the chapter(s) you contacted.

**LEVEL OF PERFORMANCE:** Your completed Self-Check should have covered the same major points as the model responses. If you missed some points or have questions about any additional points you made, review the material in the information sheet, *Assisting Students in Developing and Financing a Yearly Program of Activities*, pp. 7-15, or check with your resource person if necessary.

# Learning Experience II

## OVERVIEW





The following Case Studies describe how four student vocational organization advisors approached their responsibilities in assisting students in developing and financing a yearly program of activities. Read each of the case studies, and then explain in the space provided (1) the strengths of the advisor's approach, (2) the weaknesses of the advisor's approach, and (3) how the advisor should have treated his/her responsibilities.

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## CASE STUDIES

1. Before the various subcommittees of the program committee set to work, Ms. Quint instructed them to concentrate on developing activities geared to the needs and interests of club members. Because of their inexperience, she told them to study last year's program of activities, and make revisions based on what they felt would motivate members to participate.
2. Mr. Bennett's system for managing student vocational organization funds consisted of putting all money collected or raised in a cigar box which he locked in his desk drawer, and recording all transactions in a little black book which he kept at home. One day a thief broke in and stole the money, and Mr. Bennett's dog ate the book.



3. Ms. Peterson gave the Finance Committee the following guidelines for selecting fund-raising activities.

- The activity should provide sufficient profit to justify the effort.
- The activity should involve all or most members.
- The activity should be legal, and consistent with school policy.
- The activity should not be too time-consuming.

4. When Mr. Narton took over as advisor to the student vocational organization, he dropped the development of an annual local handbook, feeling that the state and national handbooks were sufficient reference for members.



Compare your completed written critiques of the Case Studies with the Model Critiques given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same major points.

## MODEL CRITIQUES

1. Ms. Quint is rightly concerned with seeing to it that the program of activities of the student vocational organization is developed by and for members, with experiences that will generate the enthusiastic participation of all students. Studying last year's program is also a good idea. If well conceived, it probably contains some solid, relevant, balanced experiences on which to build, and is one good source of ideas for a group without experience in developing a program of activities.

But, Ms. Quint has not given this committee nearly enough guidance to undertake the task. The group may be quite capable of self-direction, but their inexperience makes it entirely possible that they need more help than Ms. Quint gave. They may be tempted to simply adopt last year's program without really evaluating it in terms of its successes and failures, and the changing situation in the club, school, and community. Without a clear and more complete set of guidelines to follow, the committees may, in their attempt to select activities which interest them, fail to develop a well-balanced, challenging program of activities which relates to the objectives of the organization.

Ms. Quint could have given the committee members other sources of help. Unless this organization encourages a totally local approach to chapter programs of activities, the state and national programs should have been consulted. In addition, the programs of activities of other successful chapters could provide valuable suggestions to help this inexperienced group select activities which will provide the basis for real accomplishment in the organization.

2. Mr. Bennett's system for financial management was very inadequate. The most we can say for his approach is that he tried to keep a record of chapter finances. Obviously, he should have

developed a more organized and secure system to handle club funds and records. If the school has a system whereby all school club funds can be recorded and disbursed, Mr. Bennett could use this method. The state or national handbooks could be consulted for suggested record-keeping systems.

In addition, it appears that Mr. Bennett has taken over completely the responsibilities of the club treasurer, including receiving and handling chapter funds, keeping financial records, paying out funds, etc. As advisor, he is ultimately responsible for the financial management of the organization. But, his role should be **supervisory**, one in which he guides students in developing the leadership and management skills they need to handle themselves in this important function in the operation of a student vocational organization.

3. Ms. Peterson's guidelines are fine so far as they go, but they don't go far enough. She was correct in giving the committee this kind of assistance, and presumably she intends to follow up on their progress and supervise the organizing and conducting of the fund-raising activities. But, she has ignored at least two very important criteria or such experiences. Like any other aspect of the program of activities, fund-raising activities ought to contribute in some way to the objectives of the organization, and should have educational benefits. In addition, the needs of the school and community should be taken into consideration—not just the needs of the club.

Not every fund-raising activity will meet all criteria, of course, but the selection process should result in a balanced program of fund-raising experiences—if funds are raised exclusively through sales of products, concession stands, and the like, for example, the experiences may have little value beyond the making of a profit.

4. The state and national handbooks are, of course, essential resources for all club members. But each local chapter represents a unique situation, and a unique approach to accomplishing the overall objectives of the organization. New members, especially, need to

be oriented to local activities, officers, committee structure, and bylaws. Other interested persons (e.g., prospective members, administrators, advisory committee members) could also benefit from a document describing the functions of the local chapter.

**LEVEL OF PERFORMANCE:** Your completed critiques should have covered the same major points as the model responses. If you missed some points or have question about any additional points you made, review the material in the information sheet, *Assisting Students in Developing and Financing a Yearly Program of Activities*, pp. 7-15, or check with your resource person if necessary.

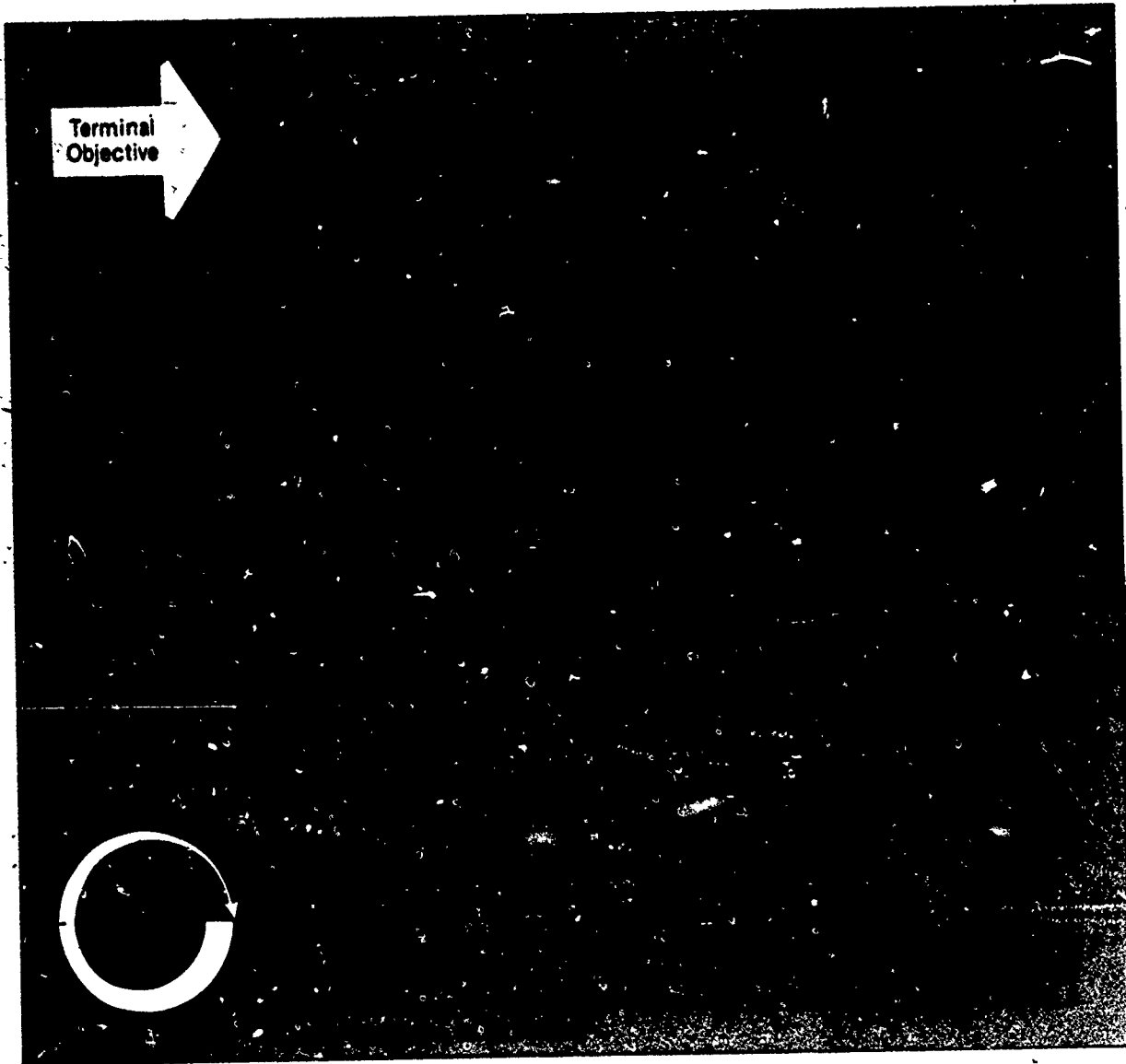


You may wish to work with a group of 3-5 peers who have taken or are taking this module in developing a **tentative program of activities** for a student vocational organization in your service area. In real life, of course, you would assist students in developing such a program, and would be working with a particular group of students in a particular school and community. For this exercise, you could use your official handbook, sample programs of activities from existing chapters (see your resource person for help in locating these), and the state and national programs of work. In developing a program which meets the major criteria outlined on p. 8 of the information sheet, *Assisting Students in Developing and Financing a Yearly Program of Activities*.

Include some fund-raising activities in the tentative program of work which you think would be necessary to help cover the cost of your proposed activities.

# Learning Experience III

## FINAL EXPERIENCE



\*For a definition of "actual school situation," see the inside back cover.



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# TEACHER PERFORMANCE ASSESSMENT FORM

Assist Student Vocational Organization Members in Developing and Financing  
a Yearly Program of Activities (H-4)

Name \_\_\_\_\_

Date \_\_\_\_\_

Resource Person \_\_\_\_\_

**Directions:** Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

## LEVEL OF PERFORMANCE

N/A

None

Poor

Fair

Good

Excellent

### The teacher:

- |   |                          |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. involved students in establishing goals for the chapter  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. provided organization members with one or more of the following resources for developing a program of activities:      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| a. the state and national program of activities   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. programs of activities of other chapters   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. the official handbook(s) and associated materials of the organization  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. resource persons (e.g., former club officers, advisory committee members, program committee members of other chapters) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. guided students in developing a written program of activities which was:   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| a. well balanced  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. student centered   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. challenging, but not too difficult   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. designed to achieve the goals of the organization  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. relevant to the needs of the club, school, and community   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. feasible in terms of financial, time, and membership constraints   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g. clearly stated   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. guided students in developing a chapter calendar or schedule of activities   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. coordinated the planned program with the school administration   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

	N/A	None	Poor	Fair	Good	Excellent
6. assisted students with the financial management of the organization, such that:						
a. school policy was followed in the handling of funds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
b. policies of the state and national organization were followed in assessing and collecting dues .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
c. an efficient system for keeping financial records was established and maintained .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
d. any local dues were kept at a reasonable level .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
7. guided students in preparing a budget for the projected program .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
8. guided students in selecting fund-raising activities which were:						
a. legal and consistent with school policy .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
b. related to vocational education objectives and the goals of the organization .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
c. justified in terms of profit and the time and labor involved .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
d. appropriate to the needs of the school and community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
9. supervised the development of an annual local handbook, including:						
a. establishing a committee to develop the handbook .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
b. guiding the committee in assembling and organizing the content of the handbook .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
c. supervising the production and distribution to members and interested others .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

**LEVEL OF PERFORMANCE:** All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

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# ABOUT USING THE CENTER'S PBTE MODULES

## Organization

Each module is designed to help you gain competency in a particular skill area considered important to teaching success. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should enable you to achieve the terminal objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill in an actual school situation when you are an intern, a student teacher, or an inservice teacher.

## Procedures

Modules are designed to allow you to individualize your teacher education program. You need to take only those modules covering skills which you do not already possess. Similarly, you need not complete any learning experience within a module if you already have the skill needed to complete it. Therefore, before taking any module, you should carefully review (1) the Introduction, (2) the Objectives listed on p. 4, (3) the Overviews preceding each learning experience, and (4) the Final Experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

- that you do not have the competencies indicated, and should complete the entire module
- that you are competent in one or more of the enabling objectives leading to the final learning experience, and thus can omit that (those) learning experience(s)
- that you are already competent in this area, and ready to complete the final learning experience in order to "test out"
- that the module is inappropriate to your needs at this time

When you are ready to take the final learning experience and have access to an actual school situation, make the necessary arrangements with your resource person. If you do not complete the final experience successfully, meet with your resource person and arrange (1) to repeat the experience, or (2) complete (or review) previous sections of the module or other related activities suggested by your resource person before attempting to repeat the final experience.

Options for recycling are also available in each of the learning experiences preceding the final experience. Any time you do not meet the minimum level of performance required to meet an objective, you and your resource person may meet to select activities to help you reach competency. This could involve (1) completing parts of the module previously skipped; (2) repeating activities; (3) reading supplementary resources or completing additional activities suggested by the resource person; (4) designing your own learning experience; or (5) completing some other activity suggested by you or your resource person.

## Terminology

**Actual School Situation** . . . refers to a situation in which you are actually working with, and responsible for, secondary or post-secondary vocational students in a real school. An intern, a student teacher, or an inservice teacher would be functioning in an actual school situation. If you do not have access to an actual school situation when you are taking the module, you can complete the module up to the final learning experience. You would then do the final learning experience later; i.e., when you have access to an actual school situation.

**Alternate Activity or Feedback** . . . refers to an item or feedback device which may substitute for required items which, due to special circumstances, you are unable to complete.

**Occupational Specialty** . . . refers to a specific area of preparation within a vocational service area (e.g., the service area Trade and Industrial Education includes occupational specialties such as automobile mechanics, welding, and electricity).

**Optional Activity or Feedback** . . . refers to an item which is not required, but which is designed to supplement and enrich the required items in a learning experience.

**Resource Person** . . . refers to the person in charge of your educational program; the professor, instructor, administrator, supervisor, or cooperating/supervising/classroom teacher who is guiding you in taking this module.

**Student** . . . refers to the person who is enrolled and receiving instruction in a secondary or post-secondary educational institution.

**Vocational Service Area** . . . refers to a major vocational field: agricultural education, business and office education, distributive education, health occupations education, home economics education, industrial arts education, technical education, or trade and industrial education.

**You or the Teacher** . . . refers to the person who is taking the module.

## Levels of Performance for Final Assessment

**N/A** . . . The criterion was not met because it was not applicable to the situation.

**None** . . . No attempt was made to meet the criterion, although it was relevant.

**Poor** . . . The teacher is unable to perform this skill or has only very limited ability to perform it.

**Fair** . . . The teacher is unable to perform this skill in an acceptable manner, but has some ability to perform it.

**Good** . . . The teacher is able to perform this skill in an effective manner.

**Excellent** . . . The teacher is able to perform this skill in a very effective manner.



## Titles of The Center's Performance-Based Teacher Education Modules

### Category A: Program Planning, Development, and Evaluation

- A-1 Prepare for a Community Survey
- A-2 Conduct a Community Survey
- A-3 Report the Findings of a Community Survey
- A-4 Organize an Occupational Advisory Committee
- A-5 Maintain an Occupational Advisory Committee
- A-6 Develop Program Goals and Objectives
- A-7 Conduct an Occupational Analysis
- A-8 Develop a Course of Study
- A-9 Develop Long-Range Program Plans
- A-10 Conduct a Student Follow-Up Study
- A-11 Evaluate Your Vocational Program

### Category B: Instructional Planning

- B-1 Determine Needs and Interests of Students
- B-2 Develop Student Performance Objectives
- B-3 Develop a Unit of Instruction
- B-4 Develop a Lesson Plan
- B-5 Select Student Instructional Materials
- B-6 Prepare Teacher-Made Instructional Materials

### Category C: Instructional Execution

- C-1 Direct Field Trips
- C-2 Conduct Group Discussions, Panel Discussions, and Symposia
- C-3 Employ Brainstorming, Buzz Group, and Question Box Techniques
- C-4 Direct Students in Instructing Other Students
- C-5 Employ Simulation Techniques
- C-6 Guide Student Study
- C-7 Direct Student Laboratory Experience
- C-8 Direct Students in Applying Problem-Solving Techniques
- C-9 Employ the Project Method
- C-10 Introduce a Lesson
- C-11 Summarize a Lesson
- C-12 Employ Oral Questioning Techniques
- C-13 Employ Reinforcement Techniques
- C-14 Provide Instruction for Slower and More Capable Learners
- C-15 Present an Illustrated Talk
- C-16 Demonstrate a Manipulative Skill
- C-17 Demonstrate a Concept or Principle
- C-18 Individualize Instruction
- C-19 Employ the Team Teaching Approach
- C-20 Use Subject-Matter Experts to Present Information
- C-21 Prepare Bulletin Boards and Exhibits
- C-22 Present Information with Models, Real Objects, and Flannel Boards
- C-23 Present Information with Overhead and Opaque Materials
- C-24 Present Information with Filmstrips and Slides
- C-25 Present Information with Films
- C-26 Present Information with Audio Recordings
- C-27 Present Information with Televised and Videotaped Materials
- C-28 Employ Programmed Instruction
- C-29 Present Information with the Chalkboard and Flip Chart

### Category D: Instructional Evaluation

- D-1 Establish Student Performance Criteria
- D-2 Assess Student Performance: Knowledge
- D-3 Assess Student Performance: Attitudes
- D-4 Assess Student Performance: Skills
- D-5 Determine Student Grades
- D-6 Evaluate Your Instructional Effectiveness

### Category E: Instructional Management

- E-1 Project Instructional Resource Needs
- E-2 Manage Your Budgeting and Reporting Responsibilities
- E-3 Arrange for Improvement of Your Vocational Facilities
- E-4 Maintain a Filing System

- E-5 Provide for Student Safety
- E-6 Provide for the First Aid Needs of Students
- E-7 Assist Students in Developing Self-Discipline
- E-8 Organize the Vocational Laboratory
- E-9 Manage the Vocational Laboratory

### Category F: Guidance

- F-1 Gather Student Data Using Formal Data-Collection Techniques
- F-2 Gather Student Data Through Personal Contacts
- F-3 Use Conferences to Help Meet Student Needs
- F-4 Provide Information on Educational and Career Opportunities
- F-5 Assist Students in Applying for Employment or Further Education

### Category G: School-Community Relations

- G-1 Develop a School-Community Relations Plan for Your Vocational Program
- G-2 Give Presentations to Promote Your Vocational Program
- G-3 Develop Brochures to Promote Your Vocational Program
- G-4 Prepare Displays to Promote Your Vocational Program
- G-5 Prepare News Releases and Articles Concerning Your Vocational Program
- G-6 Arrange for Television and Radio Presentations Concerning Your Vocational Program
- G-7 Conduct an Open House
- G-8 Work with Members of the Community
- G-9 Work with State and Local Educators
- G-10 Obtain Feedback about Your Vocational Program

### Category H: Student Vocational Organization

- H-1 Develop a Personal Philosophy Concerning Student Vocational Organizations
- H-2 Establish a Student Vocational Organization
- H-3 Prepare Student Vocational Organization Members for Leadership Roles
- H-4 Assist Student Vocational Organization Members in Developing and Financing a Yearly Program of Activities
- H-5 Supervise Activities of the Student Vocational Organization
- H-6 Guide Participation in Student Vocational Organization Contests

### Category I: Professional Role and Development

- I-1 Keep Up-to-Date Professionally
- I-2 Serve Your Teaching Profession
- I-3 Develop an Active Personal Philosophy of Education
- I-4 Serve the School and Community
- I-5 Obtain a Suitable Teaching Position
- I-6 Provide Laboratory Experiences for Prospective Teachers
- I-7 Plan the Student Teaching Experience
- I-8 Supervise Student Teachers

### Category J: Coordination of Cooperative Education

- J-1 Establish Guidelines for Your Cooperative Vocational Program
- J-2 Manage the Attendance, Transfers, and Terminations of Co-Op Students
- J-3 Enroll Students in Your Co-Op Program
- J-4 Secure Training Stations for Your Co-Op Program
- J-5 Place Co-Op Students on the Job
- J-6 Develop the Training Ability of On-the-Job Instructors
- J-7 Coordinate On-the-Job Instruction
- J-8 Evaluate Co-Op Students' On-the-Job Performance
- J-9 Prepare for Students' Related Instruction
- J-10 Supervise an Employer-Employee Appreciation Event

### RELATED PUBLICATIONS

- Student Guide to Using Performance-Based Teacher Education Materials
- Resource Person Guide to Using Performance-Based Teacher Education Materials
- Guide to the Implementation of Performance-Based Teacher Education

For information regarding availability and prices of these materials contact—

**AAVIM**

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